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IDENTIFIERS

ABSTRACT

ABSTRACT This profile on Afghanistan is the first in a series of profiles prepared by the Cooperative Education Abstracting Service (CEAS) to be issued in alphabetical order over a two year period. The collected profiles will constitute a concise guide to national education systems throughout the world and will provide points of reference from which to study CEAS abstracts of national policy documents pertaining to any particular country. Each country Education Profile, consisting of approximately 9 to 15 pages, will have three main components: a descriptive text, essential statistics, and organizational diagrams. The brief profile on Afghanistan provides basic background information on educational principles of administration, structure and organization, curricula, and teacher training. Statistics provided by the Unesco Office of Statistics show enrollment at all levels, from preprimary to adult; number of teachers; population by age groups; public expenditure on education; educational indicators by subject (level enrollment ratios, maximum age specific enrollment ratio, enrollment in natural and applied sciences at the third level, and public expenditure on education as a percentage of budget and GNP). Related documents are SO 005 687 through SO 005 695. (JMB)

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Country Education Profiles

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Country

AFGHANISTAN

Languages Dari, Pashto

General principles

Article 34 of the 1964 constitution establishes the following principles: that education shall be provided free of charge to all citizens of Afghanistan; that primary education is compulsory in all areas where facilities are provided by the State; and that the State alone has the right and duty to establish and administer institutions of public and higher learning. It does, however, allow for the establishment of technical and literary schools by Afghan nationals subject to the provisions of the law, and also for the establishment of private schools by foreign persons for the exclusive use of foreigners. The aim, as stated by this article, is to provide suitable educational facilities for all Afghans, thus fulfilling the obligation to provide a balanced and universal programme of education throughout Afghanistan.

Free education extends to the university level. In addition, university students are provided with free clothing, pocket money and mid-day meals. Some also receive free board and lodging. At the secondary level, school supplies are provided free. Where possible, free medical care is provided at all levels.

System of administration

Ultimate authority for general education and most technical and vocational training up through grade 12 is centralized in the Ministry of Education. Some professional training in such areas as agriculture and public health is the responsibility of other ministries. Further, the Ministry of Home Affairs, through its rural development department, establishes and administers some primary and middle schools, while the Ministry of Public Works is responsible for the building of educational facilities according to Ministry of Education specifications. The universities and other higher institutions are autonomous.

Education is mostly financed by public funds although some private voluntary contributions are made and local communities often contribute to the establishment of primary and secondary schools.

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Some authority is delegated by the Ministry of Education to the provincial directorates, whose responsibilities include siting and establishing new schools and classes, implementing ministerial directives, inspecting and supervising schools and teachers, setting requirements for textbooks and educational materials, arranging their distribution, and raising the standard of education through the improvement of teaching practices.

Structure and organization

Facilities for education exist from pre-primary to higher level. Most primary and secondary schools are not co-educational.

Pre-primary schools are for children from 4 to 6 years of age. Originally all were privately run but some public schools now exist.

All children resident within 2½ kilometers of a state facility start primary school at the age of 7. Others may attend if they so desire. Many one-teacher village schools with just three grades were established in an effort to maximize educational provision. An effort is now being made to convert some of these schools into full primary schools. Students attending village schools may transfer to primary schools.

Middle school is from grade 7 to grade 9. Entry is by examination, normally at the age of 13.

Upper secondary level (grades 10 to 12) follows middle school and leads to a baccalaureate examination.

There are annual examinations with emphasis placed on the ones at the end of grades 6, 9 and 12. In order to take these examinations, minimum attendance rates are set.

University education follows successful completion of a general secondary or teacher training course. Education at this level is co-educational, entry selective. Most graduates of specialized schools may enter specific faculties, all of which offer four-year B.A. courses with the exception of medicine, which requires one preliminary year, five years of medicine, and one year as an intern.

A Police College and a Military Academy offering three-year courses are provided for pupils completing courses at the secondary level gendarmerie school and the military academy respectively.

Adult education is provided in two different forms. For those who are literate, secondary education leading to a baccalaureate is offered. Some vocational training is available in certain mechanical occupations. For illiterates, literacy courses are provided. There are two types, a simple course and a functional course. The latter offers training in a craft as well as in literacy. Both types of course last nine months and cover a six-day week.

The fiscal year begins in April.

In the Sardser (cold) regions the school year begins in March and ends in December, allowing three months' vacation in the winter. In the Garmser (warm) regions the three-month vacation is during the summer, with school beginning in August and ending in May. The school week is 5½ or 6 days. The duration of every period is 40 to 45 minutes, with 10-minute breaks. Lower primary has 28 periods a week and upper primary 29. In secondary schools there are 24 or 25 periods per week. The university academic year lasts 32 weeks, from mid-April to December, with a two-week break in August.

Curricula

The medium of instruction in primary schools and most secondary schools is determined by which of the two national languages most students in the school speak. The other is taught as a second language. Some secondary and higher institutions use French, German, or English as the medium of instruction.

The following tables show the curricula for primary, general middle and secondary schools, with the number of periods per week for each subject for each grade.

Lower primary

| Subject | Periods per week |
|--------------------------------------|------------------|
| Communication skills (mother tongue) | 18 |
| Mathematics | 5 |
| Religious studies | 4 |
| Arts and crafts | 3 |
| Physical education | 25 minutes daily |

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Upper primary

| Subject | Periods per week |
|--------------------|------------------|
| Mother tongue | 6 |
| Second language | 5 |
| Social studies | 5 |
| Science-health | 5 |
| Mathematics | 5 |
| Religious studies | 4 |
| Practical work | 4 |
| Physical education | 2 |

Middle school

| Subject | Periods per week |
|-----------------------|------------------|
| Science | 6 |
| Social science | 5 |
| Foreign language | 5 |
| Mathematics | 5 |
| Mother tongue | 4 |
| Religion | 3 |
| Second language | 3 |
| Handicrafts & drawing | 3 |
| Physical education | 1 |

Upper Secondary

Humanities stream

Science stream

| Subject | Periods per week | Grade | 10 | 11 | 12 |
|-----------------------|------------------|-------|----|----|----|
| Social science | 8 | | 11 | 8 | |
| Foreign language | 5 | | 5 | 5 | |
| Mother tongue | 5 | | 5 | 4 | |
| Science | | | 4 | 5 | |
| Second language | 3 | | 3 | 3 | |
| Mathematics | 3 | | 3 | 3 | |
| Handicrafts & drawing | 3 | | 3 | 2 | |
| Electives | 3 | | | 3 | |
| Health & nutrition | 3 | | | | |
| Religion | 2 | | 2 | 2 | |
| Physical ed. | 1 | | 1 | 1 | |

| Subject | Periods per week | Grade | 7 | 7 | 8 |
|--------------------------|------------------|-------|---|---|---|
| Mathematics | | | 7 | 7 | 8 |
| Science | | | 6 | 8 | 9 |
| Foreign language | 5 | | 5 | 5 | 5 |
| Social science | | | 3 | 5 | |
| Mother tongue | | | 3 | 3 | 3 |
| Second language | | | 3 | 3 | 3 |
| Electives | | | 3 | | 3 |
| Health & nutrition | | | | 3 | |
| Religion | | | 2 | 2 | 2 |
| Practical work & drawing | | | | 2 | 2 |
| Physical ed. | | | 1 | 1 | 1 |

Specialized education at middle school level is to be discontinued, but presently the streams offered to boys are commerce, theology, applied arts, mechanics, and military training. These are all continuous six-year courses, although two-thirds of the mechanics pupils enter factories after three years. Pupils who complete the full six-year course for mechanics or the school of applied arts are not eligible for matriculation to higher education. Girls may either take a three-year accelerated

course of teacher training followed by one year at a regular teacher training institute, or they may attend a six-year school of commerce. Upper secondary-level specialization for boys includes teacher training, Islamic law, technology, aeronautics, land surveying, agriculture, dentistry, nursing, and gendarmerie. Girls may attend a school for nursing and midwifery, from which there is no matriculation. Selections in home economics and teacher training are also offered.

Teacher training

Prior to entering a teacher training institution, a student must undertake to serve as a teacher for a certain number of years, since all training expenses are paid by the government.

Primary teachers are usually trained at the upper secondary level in the Darul Mo Allemein (DMA) institutions. In 1962, though, the Emergency Teacher Training Scheme, established to meet the demands for more female teachers, resulted in the accelerated teacher training stream at middle school level.

Middle school teachers are trained at the DMAs with the primary teachers. In 1964, the Higher Teachers' College was established to raise the standard of teachers at this level.

Upper secondary teachers are trained mainly, though not exclusively, at the University.

Technical teachers receive their training in grades 10, 11 and 12 at the Technical Teachers' College.

Teacher educators receive preparation from the Faculty of Education and the Academy for Teacher Educators. The latter offers a three-year course, followed by one year of teaching at the Academy.

In-service training is offered at two levels, secondary and university. Those teachers who are insufficiently trained are encouraged to attend. Particular importance is attached to the training of women teachers. Refresher courses are offered during vacations. Attendance is not compulsory.

STATISTICS : AFGHANISTAN

(Sources : Unesco Office of Statistics)

Estimated population 1970..... : 17 125 000
Area (Km2)..... : 647 497
Inhabitants per Km2..... : 26

1. ENROLMENT

| Level of education | 1965 | 1969 | 1970 |
|--------------------------|----------|---------|---------|
| <u>Pre-primary</u> | | | |
| MF..... | ... | 1 750 | ... |
| F | ... | 760 | ... |
| <u>First level</u> | | | |
| MF..... | 358 037 | 500 665 | 540 687 |
| F | 54 298 | 67 030 | 76 143 |
| <u>Second level</u> | | | |
| MF..... | 48 091 | 99 208 | 121 699 |
| F | ... | 13 312 | ... |
| <u>Third level</u> | | | |
| MF..... | 3 451 | 5 680 | 7 302 |
| F | 646 | 857 | 1 081 |
| <u>Special education</u> | | | |
| MF..... | - | - | - |
| F | - | - | - |
| <u>Adult education</u> | | | |
| MF..... | 1) 5 460 | 34 228 | 34 705 |
| F | 1) 830 | 1 352 | ... |

1) 1964

2. TEACHERS

| Level of education | 1965 | 1969 | 1970 |
|--------------------------|--------|--------|--------|
| <u>Pre-primary</u> | | | |
| MF..... | ... | 75 | ... |
| F | ... | 75 | ... |
| <u>First level</u> | | | |
| MF..... | 7 124 | 11 523 | 13 117 |
| F | 1 133 | 1 468 | 2 183 |
| <u>Second level</u> | | | |
| MF..... | 1 779 | 4 519 | 5 866 |
| F | ... | 672 | 632 |
| <u>Third level</u> | | | |
| MF..... | 513 | 881 | 793 |
| F | ... | 39 | 44 |
| <u>Special education</u> | | | |
| MF..... | - | - | - |
| F | - | - | - |
| <u>Adult education</u> | | | |
| MF..... | 1) 187 | 1 096 | ... |
| F | 1) 30 | - | ... |

1) 1964

3. POPULATION

In thousands

| Population by age groups | 1965 | | 1970 | |
|--------------------------|--------|--------|--------|--------|
| | Total | Female | Total | Female |
| Total population | 15 051 | 7 378 | 16 978 | 8 321 |
| 0 - 4 | 2 495 | 1 207 | 3 119 | 1 532 |
| 5 - 14 | 3 821 | 1 851 | 4 216 | 2 040 |
| 15 - 19 | 1 564 | 758 | 1 728 | 836 |
| 20 - 24 | 1 357 | 659 | 1 495 | 724 |

4. PUBLIC EXPENDITURE ON EDUCATION

Currency : Afghani

In thousands

| Item | 1) 1965 | 1968 | 1) 1969 |
|--|---------|---------|---------|
| Exchange rate in US \$ | 0.0222 | 0.0222 | 0.0222 |
| <u>Public expenditure on education</u> | | | |
| Total | 523 714 | 749 818 | 732 009 |
| Recurring | 415 000 | 636 130 | 637 909 |
| Capital | 108 714 | 113 688 | 94 100 |

1) Ministry of education only

5. EDUCATIONAL INDICATORS BY SUBJECT

| Subject | 1965 | 1968 | 1969 |
|--|------|------|------|
| <u>Level enrolment ratios</u> | | | |
| First and second levels combined (age group : 7-18) | 5 | 12 | 13 / |
| First level (age group : 7-12) | 10 | 20 | 20 |
| Second level (age group : 13-18) | 1 | 4 | 5 |
| | 1965 | 1969 | 1970 |
| Third level (age group : 20-24) | 0.25 | 0.38 | 0.48 |

5. EDUCATIONAL INDICATORS BY SUBJECT (Cont'd)

| Subject | 1965 | 1969 | 1970 |
|--|------|------|------|
| <u>Education at the third level : Natural and applied sciences +/ as a percentage of total enrolment</u> | 42.5 | 48.0 | 48.7 |
| | 1965 | 1968 | 1969 |
| <u>Third level graduates per 10 000 inhabitants aged 20-24)</u> | 3.0 | 4.7 | 5.0 |

+/ Natural and applied sciences (i.e. Natural Sciences, Engineering, Medical Science and Agriculture).

| Subject | 1965 | 1968 | 1969 |
|--|------|------|------|
| <u>Public expenditure on education</u> | | | |
| as a % of Budget | 11.1 | ... | ... |
| as a % of GNP | ... | ... | ... |
| <u>Public and private expenditure on education as a % of GNP</u> | ... | ... | ... |



